

Consolidated State Application May 1, 2003 Submission

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)**

Due: May 1, 2003



**U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202**

A. ESEA GOALS, ESEA INDICATORS, STATE PERFORMANCE TARGETS

1. Baseline Data for Performance Indicators 1.1, 1.2, 1.3, 2.2, and 2.3

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum by attaining proficiency or better in reading/language arts and mathematics.

- 1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment, consistent with the State's annual measurable objectives. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(c)(i).)
- 1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment, consistent with the State's annual measurable objectives. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(c)(i).)
- 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

KENTUCKY'S RESPONSE

The Kentucky Board of Education at its April 2003 meeting adopted the five NCLB goals as a supplement to its strategic plan. (Appendix B – “Kentucky Department of Education 2001-2003 Action Plan” shows the goals and performance measures originally adopted by the Kentucky Department of Education in 2001 with items in red which are areas recently added to reflect additional areas from No Child Left Behind not already covered in our plan). The board also approved the use of a process for establishing Kentucky-specific indicators for Goals 1 and 2 and federal performance indicators for Goals 3, 4, and 5. At a special meeting on January 13, 2003, the board conducted extensive reviews of the issues around reporting of academic achievement by the accountability index rather than reading/language arts and mathematics (indicators 1.1, 1.2, 1.3). The Preliminary Consolidated State Application Accountability Workbook that was submitted to the U.S. Department of Education in January 2003 outlines the approach Kentucky proposes to take to address *Goal 1 – By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics*. Kentucky is awaiting approval of its Preliminary Consolidated State Application Accountability Workbook. Following is a brief summary of the process Kentucky proposes in that workbook:

Augmented norm-referenced tests (NRTs) will supplement the Kentucky Core Content Test (KCCTs) in grades 3-8 testing. This means the Comprehensive Test of Basic Skills (CBTS) will be augmented with KCCT-like and grade-appropriate open-response items to assure appropriate coverage of both the core content and student performance standards at some grade levels and

mirror the testing methodology built into the Commonwealth Accountability Testing System (CATS).

The augmented CTBS will be administered in reading/language arts at grades 3, 5, 6, and 8, and in mathematics in grades 3, 4, 6, and 7. Kentucky will continue to administer the KCCT Reading Assessment in grades 4 and 7 and the KCCT mathematics Assessment in grades 5 and 8. Explained and illustrated below is how Kentucky will supplement its state assessment program to comply with the No Child Left Behind Act of 2001 in areas of reading and mathematics in grades 3-8.

Implementation Plan – Kentucky Core Content Test and Augmented NRT

The following implementation plan complies with the “No Child Left Behind Act of 2001” requirements to assess reading/language arts and mathematics in grades 3-8 by school year 2005-2006 while continuing current assessments and expansions in such a way that instruction can be strengthened and all students can be provided the opportunity to reach proficiency. This plan (see Table 1) could be fully implemented by 2005-2006. Under ideal conditions, this enhanced program could be implemented in the spring of 2005, which would help meet Kentucky’s need for a longitudinal measure more quickly.

Table 1 ILLUSTRATION -- NCLB Compliant Assessment Model

ASSESSMENT PROGRAM FULLY IMPLEMENTED BY 2005-2006											
Grade	Augmented NRT -	CTBS/5	Standards-Based - KCCT							Writing Portfolio	Alternate Portfolio
	Reading	Math	Reading	Math	Science	Social Studies	Writing	Arts & Humanities	Practical Living/Vocational Studies		
End of Primary (grade 3)	x	x									
4		x	x		x		x			x	x
5	x			x		x		x	x		
6	x	x									
7		x	x		x		x			x	
8	x			x		x		x	x		x
9	x*	x*									
10			x						x		
11				x	x	x		x			
12							x			x	x

* Augmentation not required

Details as to how Adequate Yearly Progress (AYP) and Annual Measurable Objectives (AMO) will be calculated are being discussed with USDOE. Procedures for these calculations have not been resolved. The following charts reflect the baseline data Kentucky has at this time.

BASELINE STUDENT ACHIEVEMENT DATA: GRADE 4

Grade 4 Reading/Language Arts	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	60%
African American/Black	39
American Indian/Native Alaskan *	NA
Asian/Pacific Islander *	75
Hispanic	51
White	63
Other	58
Students with Disabilities	37
Students without Disabilities	63
Limited English Proficient	36
Economically Disadvantaged	48
Non-Economically Disadvantaged	73
Migrant	45
Male	56
Female	65

* American Indian/Native Alaskan and Pacific Islander are included in Other.

BASELINE STUDENT ACHIEVEMENT DATA: GRADE 5

Grade 5 Math	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	36%
African American/Black	18
American Indian/Native Alaskan *	NA
Asian/Pacific Islander *	64
Hispanic	28
White	39
Other	32
Students with Disabilities	14
Students without Disabilities	40
Limited English Proficient	27
Economically Disadvantaged	23
Non-Economically Disadvantaged	49
Migrant	19
Male	35
Female	37

- American Indian/Native Alaskan and Pacific Islander are included in Other.

BASELINE STUDENT ACHIEVEMENT DATA: GRADE 7

Grade 7 Reading/Language Arts	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	56%
African American/Black	34
American Indian/Native Alaskan *	NA
Asian/Pacific Islander *	73
Hispanic	47
White	59
Other	52
Students with Disabilities	15
Students without Disabilities	61
Limited English Proficient	28
Economically Disadvantaged	40
Non-Economically Disadvantaged	68
Migrant	38
Male	47
Female	65

- * American Indian/Native Alaskan and Pacific Islander are included in Other.

BASELINE STUDENT ACHIEVEMENT DATA: GRADE 8

Grade 8 Math	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	26%
African American/Black	9
American Indian/Native Alaskan *	NA
Asian/Pacific Islander *	56
Hispanic	18
White	28
Other	21
Students with Disabilities	3
Students without Disabilities	29
Limited English Proficient	14
Economically Disadvantaged	12
Non-Economically Disadvantaged	36
Migrant	8
Male	25
Female	26

- American Indian/Native Alaskan and Pacific Islander are included in Other.

BASELINE STUDENT ACHIEVEMENT DATA: HIGH SCHOOL

High School Math (GRADE 11)	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	30%
African American/Black	11
American Indian/Native Alaskan *	NA
Asian/Pacific Islander *	57
Hispanic	23
White	32
Other	26
Students with Disabilities	3
Students without Disabilities	32
Limited English Proficient	15
Economically Disadvantaged	14
Non-Economically Disadvantaged	37
Migrant	14
Male	30
Female	31

- * American Indian/Native Alaskan and Pacific Islander are included in Other.

BASELINE STUDENT ACHIEVEMENT DATA: HIGH SCHOOL

High School Reading/Language Arts (GRADE 10)	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	29%
African American/Black	14
American Indian/Native Alaskan *	NA
Asian/Pacific Islander *	49
Hispanic	22
White	31
Other	30
Students with Disabilities	2
Students without Disabilities	31
Limited English Proficient	11
Economically Disadvantaged	15
Non-Economically Disadvantaged	36
Migrant	12
Male	21
Female	37

* American Indian/Native Alaskan and Pacific Islander are included in Other.

Performance Targets for Performance Indicators 1.1, 1.2, 2.2, and 2.3

KENTUCKY'S RESPONSE

Details as to how Adequate Yearly Progress (AYP) and Annual Measurable Objectives (AMO) will be calculated are being discussed with USDOE. Procedures for these calculations have not been resolved.

Baseline Data and Performance Target for Performance Indicator 1.3

KENTUCKY'S RESPONSE

Details as to how AYP and AMO will be calculated are being discussed with USDOE. Procedures for these calculations have not been resolved.

2. Baseline data and performance targets for any state-identified goals and indicators

Kentucky included the state goals in its June 2002 NCLB application to show that Kentucky's goals reflect NCLB goals. In April 2003, the Kentucky Board of Education adopted the NCLB goals and thus removed the need to include the Kentucky goals in its NCLB applications.

B. STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS

1a. Please provide evidence that the State has:

- adopted challenging content standards in reading/language arts and mathematics at each grade level for grades 3 through 8, consistent with section 1111(b)(1) or
- disseminated grade-level expectations for reading/language arts and mathematics for grades 3 through 8 to LEAs and schools if the State's academic content standards cover more than one grade level.

KENTUCKY'S RESPONSE

Supporting evidence is located in *Kentucky's Program of Studies For Kentucky Schools, Grades Primary-12* and *Core Content for Assessment*. The information is on the Kentucky Department of Education's Web site at <http://www.kentuckyschools.org>. A brief description follows.

The [*Program of Studies for Kentucky Schools, Grades Primary-12*](#) helps ensure that all students throughout the commonwealth are provided common content and have opportunities to learn at a high level. This document provides administrators, teachers, parents, and other stakeholders in local districts a basis for establishing and/or revising their curricula. The instructional program should emphasize the development of students' abilities to acquire and apply knowledge and assure that appropriate accommodations are made for the diverse populations of students found within Kentucky schools.

The purpose of the *Program of Studies* is to outline the **minimum** content required for all students before graduating from Kentucky high schools. This document specifies only the content for the required credits for high school graduation and primary-, intermediate-, and middle-level programs leading up to these requirements. Schools and school districts are charged with identifying the content for elective courses and designing instructional programs for all areas. Schools and school districts are also responsible for coordinating curricula across grade levels and among schools within districts. A coordinated curricular approach ensures that all students have opportunities to experience success with Kentucky's learning goals and academic expectations. It also provides for a thoughtful continuum of content and skills across grade levels while assuring coverage of all content outlined in the *Program of Studies*.

If reading this report in hard copy, access the *Program of Studies* from the Kentucky Department of Education's home page:

- Go to www.kentuckyschools.org.
- Click on "Instructional Resources" in the blue bar near the top of the page.
- Click "Curriculum Documents & Resources" in the list on the left side of the page.
- Scroll down and click on "Program of Studies for Kentucky Schools Grades Primary-12."

[*Core Content for Assessment – Version 3.0, September 1999*](#) – represents the academic content that is identified as essential for all students to know and, therefore, content that is included on state assessments. This document is designed for use with, not instead of, Kentucky's Academic Expectations and *Program of Studies* to provide the focus for the development of the Kentucky Core Content Test (KCCT). The [*Teaching to Proficiency Database*](#) identifies the many relationships between the Academic Expectations, Program of Studies, Core Content for Assessment, National Standards, and some released test items. The Core Content and Academic Expectations provide parameters for test developers as they design the assessments, which include multiple-choice and open-response items plus on-demand writing prompts and writing

portfolios (student writing collected over time). Core content will be directly assessed in multiple-choice items, and it will provide the context for open-response items in which students are asked to apply knowledge and skills. The *Core Content for Assessment* document is accessible on line.

If reading this report in hard copy, access *Core Content for Assessment* from the Kentucky Department of Education's home page:

- Go to www.kentuckyschools.org.
- Click on "Instructional Resources" in the blue bar near the top of the page.
- Click "Curriculum Documents & Resources" in the list on the left side of the page.
- Scroll down and click on "Core Content for Assessment."

1b. Please provide a detailed timeline for major milestones for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).

KENTUCKY'S RESPONSE

Completed. See 1a.

1c. Please provide a detailed timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels.

KENTUCKY'S RESPONSE

A detailed timeline of major milestones for development and implementation are provided in Kentucky's Consolidated State Application Accountability Workbook for State Grants under Title IX, Part C, Section 9302, of the Elementary Secondary Education Act (Public Law 107-110) submitted January 31, 2003. The supporting information starts on page 85 of that document. A brief outline by school year is included here:

Because Kentucky began a school accountability process in 1990 with major revisions resulting from actions of the 1998 Kentucky General Assembly, and because the system has many of the same objectives as NCLB, the following timelines start with the 1998-1999 school year.

School Years 1998-1999 and 1999-2000:

- Revised the Kentucky Core Content for Assessment.
- Implemented the new Kentucky Core Content Test.
- Administered assessments as outlined in Appendix A.
- Set baselines and biennial goals for all schools, including the content areas of reading/language arts and mathematics based on a biennial calculation.
- Included an NRT component in the school accountability process.

School Year 2000-2001:

- (CONTINUATION) Administered assessments as outlined in Appendix A.
- 5th Grade Reading/Language Arts – Administered second pilot of the reading/language arts component of the 4th grade Kentucky Core Content Test to address School Year 1999-2000 Pilot 1 logistical concerns.
- Established student performance standards appropriate to the new Kentucky Core Content Test.

School Year 2001-2002:

- (CONTINUATION) Administered assessments as outlined in Appendix A.
- 5th Grade Reading/language arts – Expanded pilot of the reading/language arts component of the 4th grade Kentucky Core Content Test at the 5th grade to include a larger sample of students. (This program will be discontinued and replaced by the use of *augmented* CTBS/5 assessments.)

School Year 2002-2003

- (CONTINUATION) Administer assessments as outlined in Appendix A.
- LEP Assessment – Implement requirements for administering English proficiency assessments to LEP students.
- Review content of KCCT item pool to determine usability of current items in NRT augmentation.
- Develop multiple-choice items needed for year-to-year equating and open-response items needed to sufficiently cover standards (content and performance standards).
- Develop additional items beyond those normally needed for KCCT development to augment NRT.

School Year 2003-2004

- (CONTINUATION) Administer assessments as outlined in Appendix A.
- Develop needed items for augmentation of NRT.
- Field test NRT augmentation items.
- Design augmented NRT Form(s) – single/multiple forms.
- Consider scaling and equating issues related to the augmentation of the NRT.

School Year 2004-2005

- (CONTINUATION) Administer assessments as outlined in Appendix A.
- Continue item development and item field testing.
- **First administration of augmented NRT Form(s).**

School Year 2005-2006

- Teacher focus groups establish instructional descriptors of Novice/Apprentice/Proficient/Distinguished performance levels in reading/language arts at grades 3, 5, 6 and 8, and in mathematics in grades 4, 5, 6 and 7.
- **Full Implementation of Assessment and Reporting Requirements of the “No Child Left Behind Act of 2001”**

1d. Please provide a detailed timeline for major milestones for setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).

KENTUCKY'S RESPONSE

See 1c. above.

APPENDIX A

Kentucky's Former Assessment System

STATE-REQUIRED ASSESSMENT PROGRAM											
Grade	NRT-CTBS/5		Standards-Based - KCCT							Writing Portfolio	Alternate Portfolio
	Reading	Math	Reading	Math	Science	Social Studies	Writing	Arts & Humanities	Practical Living/Vocational Studies		
End of Primary (grade 3)	x	x									
4			x		x		x			x	x
5				x		x		x	x		
6	x	x									
7			x		x		x			x	
8				x		x		x	x		x
9	x	x									
10			x						x		
11				x	x	x		x			
12							x			x	x